

VII. Appendix

The Appendix includes:

- Sample letter to agency directors regarding the Resource Mapping project
- Resource Mapping plans from each of the three local demonstration sites
- Local Resource Scan template



STATE OF COLORADO
OFFICE OF THE LIEUTENANT GOVERNOR

GAIL S. SCHOETTLE
LIEUTENANT GOVERNOR



December 8, 1997

Dwayne Nuzum, Exec. Director
Department of Higher Education
Colorado History Museum
1300 Broadway, 2nd Floor
Denver, CO 80203

Dear Dwayne:

I am pleased to announce that Colorado has received the "Connecting Resources for Sustainability" grant from the U.S. Department of Education and National School-to-Work Office. A copy of our successful grant application is enclosed, for your information. We are honored to have been selected as the sole recipient of this grant, a signal of the national office's confidence in Colorado's leadership position in creating a high-quality, sustainable School-to-Career system. Moreover, we are grateful for the resources to aid our efforts to plan for the next phase of School-to-Career implementation. Colorado would not have received this grant without your support – and I want to thank you for your ongoing commitment to systemic, K-16 education reform.

We are looking forward to continuing to work with you and your staff as we begin this exciting project. In brief, this is a one-year project to leverage and extend the existing work and leadership of Colorado's School-to-Career Partnership by producing a comprehensive strategic plan for its sustainability. The project will analyze existing policy and practices and recommend steps to realign public and private resources, remove barriers to collaboration and resource convergence, and build public demand for a sustainable school-to-career system. The goal is to have a concrete action plan – including both product deliverables and processes – to support and sustain local school-to-career partnerships in Colorado and to be a model for use across the nation.

The first step to reaching our goal is to convene a Connecting Resources Task Force to gather fiscal and policy information, and begin to map existing funding streams and identify potential resource opportunities. We would like you to appoint an individual from your agency to serve on this Task Force – ideally, your appointee must understand both fiscal policy and program policy issues. Please contact Samantha O'Neill (894-2078), the director of this project, as soon as possible with the name of the individual you are appointing to this task force. Once the task force is in place, Samantha will contact the members to set up a meeting for the week of January 12th.

Again, thank you for your ongoing support and commitment to building a strong and sustainable school-to-career system in Colorado. If you have any questions or comments, please feel free to Samantha O'Neill or Marilyn Akers, the Director of the School-to-Career Partnership.

Sincerely,

A handwritten signature in cursive script that reads "Gail".

Gail Schoettler
Lt. Governor

cc: Stephanie Cunningham

/enclosure

CONNECTING RESOURCES FOR SUSTAINABILITY

REPORT FROM DENVER PUBLIC SCHOOLS TO THE COLORADO SCHOOL-TO-CAREER PARTNERSHIP

PART ONE: INTRODUCTION

This report describes the resources, policy infrastructure and public/business support that will sustain the Denver Public Schools ("DPS") School-to-Career initiative after federal funding ends. The discussion is organized into the four focus areas identified by the *Connecting Resources for Sustainability Project*.

- education reform,
- meeting the special needs of at-risk students,
- connecting to the workforce development system and
- community involvement.

In DPS, our overall strategy for achieving sustainability has been to embed STC into the fabric of the district's academic program and educational reform efforts. Our goal is not to convince other reform initiatives to contribute monetary resources to the continuation of a separate STC initiative. Rather, it is eventually to have STC authentically owned by and integrated into these other efforts so that the responsibility for implementing STC goals and strategies becomes part of their ongoing mission. This process involves more than just achieving consistency and alignment with other reforms and activities. In the final analysis, it involves a blending of initiatives so that the whole becomes more than the sum of its parts.

In DPS, we have been thinking about and working toward sustainability of STC efforts for a number of years. Accordingly, this report discusses a work in progress, rather than a plan for future action. We have attempted to address the criteria for developing a local model within this context and are submitting the completed Resources Scan as an attachment to this report.

As this report details, we have made noteworthy progress in the areas of educational reform and meeting the special needs of at-risk students. This is due, in part, to the fact that from the outset we have defined STC as a priority reform that serves ALL students. We have considerably more work to do in the areas of connecting to the workforce development system and promoting greater levels of community involvement.

PART TWO: THE WORK IN PROGRESS

A. Education Reform

1. Leadership

Since Superintendent Irv Moskowitz assumed leadership of Denver Public Schools ("DPS") four years ago, STC has been a consistent and visible focal point of district reform efforts. STC is one of four district goals that have remained in place and have become more aligned over the course of Mr. Moskowitz' tenure.

Significantly, the superintendent and board share a vision of STC as a comprehensive reform strategy with the potential to increase the achievement and engagement of **all** students. At the leadership level in the district, School-to-Career is not viewed as an "add-on" program to the existing education system but a way of redesigning that system for better results. STC, in combination with standards, emphasizes a rigorous academic curriculum for **all** students. School-to-Career also brings applied, active and contextual learning strategies to enable **all** students to learn at higher levels and to apply their knowledge in new situations.

2. District Policies/Budget

The following policies ensure that the superintendent and board's commitment to STC is translated and carried out at the school level:

- The district's evaluation of all secondary administrators includes their leadership in implementing the district's STC goal.
- All DPS schools are required to identify strategies for achieving the district's STC goal as part of their annual accountability/school improvement planning process.
- All high schools are required to design and submit a staff development plan that addresses the integration of STC concepts across the curriculum by October 1998.
- Beginning this year, all middle schools are required to include STC in their staff development efforts with a focus on workplace standards in the curriculum.

The district supports the STC Partnership with its own resources, allocating a line item of \$200,000 in the current year to provide 1/2 time staff developers at each high school to help teachers integrate STC into the teaching and learning process.

With support from district-level STC personnel, Denver Public Schools recently transformed its vocational department into the Career and Technology Education (CTE.) The CTE model (attached) is strongly aligned with STC in focus, instruction, linkages and goals. Specifically, the new design features:

- clusters that are comprised of career and technology as well as academic education.
- a comprehensive approach to the delivery of subject matter that uses a multidisciplinary, project-based platform.
- implementation of the work-based component as a required part of the delivery of education.
- career education at an early age and grade level for all children.
- provision of an Individual Career Academic Plan to guide and individualize the delivery of education.
- elimination of curricular offerings that are not viable in the 21st century.
- expansion of the use of technology in the delivery of education.
- inclusion of a strong career guidance and assessment component throughout the delivery of career education.
- integration of the Colorado workplace competencies and the DPS standards for success in a manner that relates to and reflects the world of work.
- expansion of delivery into a global mode that incorporates the communication of technology that is currently available.

CTE funds (Carl Perkins dollars) are being spent in the high schools to provide career exploration modules within the technology labs, and to fund career connection (internship) coordinators in several high schools.

3. Organization

Within DPS, school-to-career is part of the division of secondary education. This placement aligns STC with overall education reform initiatives, including standards-based reform. It also presents the opportunity for regular monthly communication between the STC staff and school principals and for heightened visibility of STC efforts at the school level. Additionally, STC meets on a weekly basis with all Secondary Education department directors. Perhaps most importantly, this organizational setting encourages all DPS stakeholders to see STC in the context of an academic reform initiative.

4. K-12, District-wide Focus

Denver's STC focus is district-wide, K-12. Although schools funded by the Urban/Rural Opportunities Grant have additional resources and more extensive initiatives, STC is the business of every school. All schools in the district address STC objectives in their annual school improvement plans.

The district administers the ACT Explore assessment instrument to all 8th graders and encourages 10th graders to take the ACT PLAN. DPS high schools are also required to use an Individualized Career and Academic Plan for all high school students beginning in the 9th grade. All high schools are required to have business advisory committees in place in addition to their Collaborative Decision Making Team (site-based governance council) and their Parent Teacher Association. The 7th grade literacy program, Jumpstart, uses career-oriented reading materials.

5. Instruction

District administrators encourage teachers to include a career component in all district field trips or study tours. Two high schools have initiated second semester senior transitional programs that provide individualized senior experiences which include an internship in an area of interest the students select and/or an extensive research project. Each student has a school site mentor, receives academic credit, and is required to give an oral presentation at the conclusion of their senior experience. In a third high school, the building leadership initiated a senior Keypal Program. This is a computer mentoring program for all seniors. Each senior is matched with a business mentor who will communicate with their student at least once a week by e-mail to encourage the connection between school and career, and to answer any career related questions. All three of these programs have had dramatic success and are fully supported by their school communities. A fourth DPS high school is currently undertaking a total school mentoring program. With the help of PEBC, Piton and the Denver Chamber of Commerce the school is locating two hundred mentors – one for every four students. Business mentors will commit to two hours a month for the entire school year and participate in a training session prior to beginning their role as student mentor.

6. Professional Development

The district has provided staff development opportunities for principals and teachers on STC and project-based learning. Over 250 teachers participated in externships at fifty local businesses. The DPS School-to-Career office has worked to coordinate joint professional development activities with the Math/Science Initiative, federal programs, special education, and the Gifted/Talented departments. The department of Secondary Education, in collaboration with STC personnel, are providing a series of leadership seminars for all secondary administrators. There is potential here to embed and integrate School-to-Career instructional strategies at all levels, with all curriculum areas.

7. Coordination with Other Reform Efforts

The STC staff has made a consistent and sustained effort to network with staff of other district efforts to raise academic achievement (for example, standards implementation, literacy initiatives, Math/Science Initiative) in order to be able to identify joint opportunities for training, communication and other integrated activities. District schools have been directed not to create separate STC committees, but instead to combine STC efforts with already existing curriculum committees, Literacy, Standards, etc.

8. STC Evaluation

The district is in the process of conducting a five-year longitudinal study of ninth graders to help determine the impact of STC. This information will be very important in helping to make the case that STC should continue as district reform priority. The evaluation process includes staff attitudes and the monitoring of work-based experiences provided for students and staff.

The STC office regularly administers a survey to high school administrators, counselors and teachers regarding STC implementation and satisfaction. We share survey results with principals to provide them with information about individual school needs. Using grant dollars from the UROG grant, we have hired an outside evaluator to assist with an ongoing evaluation that will be quantitative as well as qualitative. STC evaluation has been coordinated with the DPS department of testing and assessment to ensure a cohesive approach in gathering data.

B. Meeting the Needs of At-Risk Students

In DPS, 85% of the student population is considered at-risk. But it is again noteworthy that DPS has defined and positioned school-to-career as a reform initiative that serves **all** students.

STC staff have networked and partnered with the various programs/initiatives within DPS that serve at-risk students to integrate STC principles, instructional strategies, curriculum materials and school and work-based learning opportunities into these programs/initiatives. In addition, STC has collaborated in the establishment of two night schools at Abraham Lincoln and West High Schools. The night schools are a drop-out retrieval effort to provide work experiences during the day and academic learning at night. All nine DPS alternative schools have significant School-to-Career components which school-based, work-based and connecting activities.

1. Title I

All DPS schools are encouraged to develop their Title I programs to focus on providing expert intensive instruction. Currently forty-three (of 83) elementary schools and ten (of 18) middle schools are designated as Title I schools, schools that have a poverty level higher than the district average. Many Title I classrooms support work on STC issues including career exploration, job readiness (filling out applications, writing resumes, using time cards), focusing of personal responsibility and the relevance of learning to future job opportunities, and the involvement of parents and community members.

2. Title II

Title II funds have been dedicated to staff development in the arena of Math/Science for the past two years. Generally, teachers who participate in the training will be able to

- make linkages to real work applications,
- help students attain higher levels of math competence to increase the career and postsecondary opportunities available to them and to
- provide career guidance to students interested in pursuing careers in math/science/engineering/technology.

3. Title VI

Title VI funds support STC activities in the following ways:

- support of school-based technology projects that include a focus on technology-based careers
- support of innovative school programs that include work-based experiences and community service options
- purchase of library/media center materials that focus on career exploration and career goal setting and provide positive role models for students of all races.
- offer staff development to help teachers lead the development of their students' higher order thinking skills. Career exploration/career skills often provide a context for the application of higher order thinking skills – helping kids make the connection between what they are learning and real life problems
- sponsor innovative mentoring programs, including school welcome centers, community mentors and after school programs with community linkages and sponsorships.

- support reading programs that invite community members to reach books about their careers, link Study Hall volunteers with students who have a particular career interest, and invite community members to share career resources in the classroom.

4. *Gifted/Talented*

- State funding for gifted and talented education has helped to fund the Community Resources Mentoring Project for the past four years. Every year, approximately sixty mentorships are arranged with a duration of six weeks.
- Several sites of the Highly Gifted Program offer career fairs within their schools.
- District activities offered to schools like Odyssey of the Mind, Science Olympiad and History Day give students the opportunity to learn and experience teamwork, leadership, creativity, long range planning – important workplace competencies.
- Many of the principles of gifted and talented education relate to STC objectives. These principles include helping student identify their passions and to identify related career paths, helping students explore a variety of interests.
- Many sites of the Highly Gifted Program use modified individual education plans that can also integrate career planning.

5. *English Language Acquisition (ELA)*

The ELA department supports school-to-career in the context of ensuring that all students (9-12) have an individual Career Academic Plan (ICAP). A Spanish version of the ICAP is available and the Personal Career Plan Inventory is also available in Spanish. The ELA department provides Spanish speaking resource people to assist and encourage student participation in all STC experiences and opportunities.

6. *The DPS Math/Science Initiative*

- A representative from STC participated as a member of the team that developed the strategic plan for the Math/Science Initiative and helped identify opportunities for leveraging expertise, resources and staff development.
- The M/S Initiative provides staff development activities to help teachers use applied and experiential learning.
- All the new curriculum materials adopted by DPS through this initiative support integration/connection across disciplines. Moreover, alignment with STC objectives is one of the criteria in reviewing these materials.

- STC and MSI are cooperating to offer a Saturday School for Hispanic and under-served populations geared for students interested in medical careers, in conjunction with the University of Colorado Medical Center.
- STC and MSI personnel have worked jointly in the orientation of new teachers.

C. Connecting to the Workforce Development System

This area is the weakest link in our current efforts. Through our participation in this project we are much more aware of the opportunities for linking with the Mayor's Office of Employment and Training, the designated state OneStop for the City and County of Denver. We also see the potential for partnerships with the Colorado Community College and Occupational Education System (CCCOES), particularly the Community College of Denver.

We have connected with the Denver Chamber of Commerce and supported their "Youth At Work" program. We have not extended or truly participated with the labor unions apprenticeship programs currently in existence at Emily Griffith Opportunity School or the Career Education Center. The district has had significant involvement with Charles Schwab & Co. and their efforts to develop programs and experiences to better prepare our students to participate in the workforce. Charles Schwab & Co. has provided student and staff internships, and in addition, hired DPS parents to work flexible schedules that coincide with their students school hours. Norwest Bank has also provided student internships and provided funding for ACT college testing at one Denver high school.

There is much work yet to be done in workforce development.

D. Community Involvement

We have undertaken some successful marketing efforts to build community understanding of and support for our work. Building an informed public demand for STC is critical to its continued status as a priority reform effort of the district. To increase DPS community knowledge and support a parent information plan is a goal for all secondary schools.

Ongoing marketing efforts include:

- Posting of district career clusters in all schools.
- A STC brochure that is published in both English and Spanish.
- Posting the state workplace competencies in all secondary classrooms in the district. These competencies -- statements of the skills and knowledge that employees need to be successful in most jobs -- are a way to translate for educators, parents and the public, the specific demands of the workplace

in the knowledge age. Like academic content standards, the workplace competencies provide educators and students with clear expectations that are intended to inform instruction and assessment and motivate effort. The competencies also provide a consistent set of standards for employers to apply in diverse workforce development efforts, both public and private.

- Regular publication of a STC newsletter for all DPS employees.

Copies of these publications are attached to this report.

District schools benefit from participation with the Denver Chamber of Commerce, the Hispanic Chamber, Charles Schwab & Co., the Mayor's Office of Arts to Career (Stella Yu) and Aims Community College. Original STC partnership members, PEBC, Piton, MOP, and Junior Achievement, continue to play an active and supportive role in DPS School-to-Career efforts. On a smaller scale, DPS has collaborated with Martin-Marietta, Colorado Department of Labor, Colorado Department of Transportation, Community Resources, Inc., and the Boy Scouts on specific projects.

The district recently participated with the City and County of Denver in applying for a one hundred million dollar grant – Future Health Careers Opportunity Project. Within the city's application for HUD dollars we asked for more community centers, more early childhood education centers, and proposed expansion of night schools in DPS. Education is one of the greatest needs of the community and we need to develop a stronger tie with the City and County of Denver to plan holistic strategies and make the most of resources.

DPS schools enjoy many partnerships with businesses, business organizations, institutions of higher education, community-based organizations, state and local government agencies and service groups that support school-based learning, work-based learning and connecting activities for students throughout the district. These partnerships encompass

- mentoring programs
- job shadowing programs
- internships for students
- externships for teachers
- field trips
- support for student projects
- co-op programs
- career fairs
- Night School that integrates work-based experiences into the students' program
- speakers for classrooms

Most of these partnerships are formed and implemented at the local school level, through school-based business advisory councils, collaborative decision-making teams, parent teacher associations, etc. To support these school-based efforts, the district has started maintaining a database of business partners in addition to the business contacts individual schools maintain. DPS is also establishing a business advisory committee at the district level.

In addition to helping schools identify potential partners, STC is committed to providing the tools and information that will help schools work with these partners effectively to achieve mutually beneficial ends. To this end:

STC has recently identified four high schools in DPS as licensed pilot sites with accessibility to PathFinder. PathFinder is an advanced, on-line matching, placement and data management tool designed for STC operating on the World Wide Web to link students, employers, teachers, parents and staff to link learning in classrooms with learning in the community. PathFinder will match students with job shadowing and internship opportunities, help teachers identify speakers and business volunteers, allow students to maintain their career and educational profiles, allows employers to enter or edit their own profiles. PathFinder can also be used to do evaluation and compile data for reporting purposes. Training on this system is scheduled to begin in September.

Staff development and training is provided to high school internship coordinators, STC staff developers, UROG coordinators, and all personnel involved in the integration of STC efforts.

III. PRIORITIES FOR ACTION

Through our participation in the *Connecting Resources for Sustainability Project*, we have identified the following priorities for action in our ongoing effort to ensure the sustainability of STC in Denver Public Schools.

- Provide more and better information to parents to help them understand STC and its implications for their children. This effort needs to highlight the ICAP – its purposes, how it will be implemented, how students will benefit.
- Work on extending and emphasizing STC at the elementary school level (now that STC is well integrated into most high schools).
- Focus on providing better orientation, support and information regarding STC to guidance counselors in the district.
- Continue networking efforts with other district reform initiatives in a more systematic and comprehensive way. Because a supportive policy infrastructure is already in place (STC is a district goal, all DPS schools must integrate STC into school improvement planning, etc.), we do not have to

"sell" STC. Rather, the challenge is to provide coordinators and staff of these various initiatives the opportunities – formal and informal – to integrate STC and to underscore the mutual benefit of leveraging program resources through joint action, especially with regard to professional development.

- Continue networking with all departments in DPS, sharing of ideas and staff development efforts.
- Continue integration efforts/strategies with literacy, standards based education, technology and all district goals.
- Identify more work-based experiences that connect to classroom academics on a district-wide basis. Full implementation of work-based learning strategies requires greater levels of collaboration, participation and consistency. The challenge is to integrate business resources in a way that is manageable for teachers and schools and at a pace that is acceptable to business. Often, the schools and their business partners share a common vision and goals, but have less than mutual ideas about language and the speed of accomplishment.
- Develop strategies to expand the number and level of commitment of business partners.
- Connect with the major players in workforce development in the City and County of Denver and jointly identify opportunities and strategies for coordinated action.
- Form strong partnerships with higher education so there is truly a seamless approach to student education.
- Renew connections with supportive community-based organizations. The Piton Foundation, Junior Achievement, The Public Education and Business Coalition, The Denver Metro Chamber of Commerce were deeply involved in designing and launching the DPS School-to-Career initiative. We need to continue to leverage their expertise, networks and leadership.
- Engage local philanthropic organizations for future funding.

Attachments:

- Brochure
- Sample Newsletter
- CTE Model
- Workplace standards poster
- District cluster poster
- District school improvement guidelines
- District budget
- Board report
- Monthly reporting form for work-based experiences
- STC poster
- District goals
- District STC goals
- Department of Secondary Education STC goals
- 9th grade survey/used as basis of longitudinal study
- Evaluation Report 1996-97
- Evaluation Report August 1998
- Summary Report July 1998

**DENVER PUBLIC SCHOOLS
SCHOOL-TO-CAREER
CRITICAL PRIORITIES FOR STC INTEGRATION**

EDUCATIONAL REFORM

- Need support and buy in from:
 - School Board/District Policies
 - District Superintendent
 - All District Department Directors
 - District Principals and Assistant Principals (K-12)
 - Community/Parents/Business (CDM's and PTA)
 - Curriculum Department/Personnel
- Must provide:
 - Linkage to State and National Educational Goals
 - Placement of STC in Organizational Structure
 - Academic Integration of STC/Standards/Literacy/Assessment
 - Integration of STC Into Teaching and Learning Process
 - On-going Staff Development and Support
 - Networking Opportunities/Internal and External
 - Research and Current Data
 - Projects to Involve Parents and Business
 - Training For and Involvement of District Counselors
 - Evaluation of Personnel
 - Accountability Process/Evaluation
 - Continuous Communication

MEETING NEEDS OF AT RISK

- Collaborate With All District Departments Administering Special Needs Services in Delivery of Mutual District Goals
- Integration of Staff Development/Networking with All District Departments
- Inclusion of Non-traditional Instructional Strategies/Methodologies
- Provide for Parental Involvement
- Connect with City, State, Federal Agencies that Fund At-risk Populations
- Provide STC Opportunities for ALL Students
- Provide Relevant Work-based Experiences/Opportunities
- Provide Academic Integration of STC Including Standards/Literacy/Assessment
- Provide Career and Academic Counseling

CONNECTING TO THE WORKFORCE DEVELOPMENT SYSTEM

- Collaboration with Other Entities
- Establish Active Partnership with Mayor's Office of Employment and Training
- Connect with OneStop for City and County of Denver
- Develop Specific Relationships/Projects with CCCOES
- Establish District Business Advisory Committee
- State Economic Council Involvement

- Convince Business Community to Request Student Transcripts for Hiring
- Engage Union Leadership
- Continue Partnership with Local Chamber of Commerce Organizations
- Develop Joint Student Projects with CEC and EGOS

COMMUNITY INVOLVEMENT

- Provide Information and Communication
- Engage Parents/Business with Specific Projects
- Establish Partnerships with Local Philanthropic Organizations
- Establish Partnerships with Additional Community Based Organizations
(In Addition to PEBC, Piton, MOP, Junior Achievement)
- Provide Academic and Workplace Standards to Create Mutual Expectations

**COLORADO SCHOOL-TO-CAREER
CONNECTING RESOURCES FOR
SUSTAINABILITY PROJECT**

Prepared by: Arapahoe/Douglas Works!

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Colorado School-to-Career

Connecting Resources for Sustainability Project

Arapahoe/Douglas Works! believes that guiding students from school to work is a process over time, not isolated activities or events. The School-to-Career initiative is designed to blend academic instruction with future demands of employment and that happens incrementally. As a first step, short-term programs have been developed to provide a mechanism to leap the wide gap that has been institutionalized between text book knowledge and job skills. The intent of this proposal, however, is to suggest methodology a for sustaining the School-to-Career initiative with the eventual outcome of full integration of the concept throughout the educational system. The workforce development system, through the One Stop Career Centers, comes to the STC initiative with the employers' perspective and input that can be helpful in shaping future direction.

With such intent in mind, this report will detail the collaborators on the project, the methodology for gathering the resource data, an analysis of data, and the concluding plan for sustainability.

Project Collaborators

The Arapahoe/Douglas Works! One Stop Career Center invited three school districts to collaborate on the development of the sustainability plan: Aurora, Douglas County, and Englewood Public Schools. A/D Works! has representatives on each of the district's planning committees for STC and the Englewood School-to-Career Coordinator serves on the Arapahoe/Douglas Workforce Board. While A/D Works! holds a workforce development perspective apart from a pure educational view, the strong connection between the agencies with regard to programs, allowed for a positive, quick start development of a plan.

The A/D Works! One Stop Career Center provides workforce development resources to Arapahoe and Douglas counties. Services provided by the One Stop Center include job search assistance; job referrals; a career and job search resource library including education and training programs; school-to-career information; information on financial assistance and

community resources; labor market data; skill assessment; job lead briefings; and Veteran information. More intensive program services are provided to a wide range of eligible adult and youth customers ranging from low-income individuals to dislocated workers.

Specific programs relevant to STC administered by A/D Works! include: JTPA (including subsidized summer employment for youth), TANF Work First programs, Employment First (Food Stamp Employment and Training), Student Options (drop-out recovery program), Summer Job Hunt (summer job referral service for youth), summer volunteer programs for youth ages 11-15, and employment and training workshops for youth offenders.

The Aurora Public School District (APS) has a dynamic student population, with over 20% of its families living at or below the poverty level. APS is currently one of the largest school districts in the state and expects a growth spurt in the near future. APS is concerned about accommodating such growth as 40,000 new pieces of property have recently been accessed with the completion of a new highway, E-470.

The Englewood Public School District is relatively small with one traditional high school and one alternative high school. The small size of the district provides some challenges, but for the purpose of STC initiatives, it provides greater benefits. A small population of 32,000 people, community involvement, industrial and commercial base have helped Englewood implement initiatives with local business, government and community agencies. Englewood STC initiatives have reached far into the community, truly connecting school and work.

The Douglas County School District is a large district servicing an entire county. Douglas County is one of the fastest growing counties in the country, so physical resources are a priority for the district. In addition, Douglas County is one of the wealthiest counties in Colorado. The socio-economic status of the student population differs greatly from the Aurora district, also included in the project. A small nuance caused by this is difference in parent buy-in to STC initiatives. Parents may not feel "vocational" (i.e. STC) initiatives are necessary because they perceive their children as "college bound."

Each district has received planning and implementation funding for STC, has hired a coordinator, and implemented steps to impact elementary and secondary schools. The three

districts have expressed interest in continuing the STC initiative after the current Federal funding has been exhausted.

Research Methodology

Methodology for the project included inviting three school district STC coordinators to participate in resource mapping and discussions of current and future practices for supporting the concept of STC.

The STC coordinators teamed with A/D Works! staff to complete the Resource Mapping project. During the course of this exercise, A/D Works! was able to utilize four different approaches and perspectives to complete the project. Results from the resource mapping project (Appendix A) are utilized later in the report to identify funding streams for local STC sustainability.

Next, the team invited the Colorado Region 2 state STC Coordinator to participate in a "dream" STC brainstorming session. During the session, the coordinators were asked to create a wish list of core and enhanced STC initiatives particular to their service delivery area (Appendix B). The results from this session were then used to complete a fiscal analysis of each STC site (Appendix C). The fiscal analysis identified the minimum cost of STC initiatives in their district (core services only) and a maximum cost (core plus enhanced services).

Individual appointments with each STC Coordinator followed. Specific local information was gathered including: an environmental scan; current funding cycle; school district and community political environment; STC support; local STC leadership organization; local STC initiatives; obstacles and successes; and local sustainability plans.

The information from the Resource Mapping Project, core and enhanced initiatives worksheet and the financial analysis was then synthesized. Four different lenses were utilized while analyzing each step of the project: Education Reform, Meeting Special Needs of At-Risk Students, Connecting to the Workforce Development System and Community Involvement. A summary of how STC goals will be institutionalized within existing programs and systems, including School-to-Career, once Federal funding discontinues concluded the project.

Resource Mapping Data Analysis

The three school districts plus A/D Works! identified many initiatives from the resource scan as currently supporting STC either financially or through project collaboration. The following highlighted list of the various initiatives indicates which STC objective is addressed through the program and how the local STC Coordinators are using or could use the source for support.

- Education Reform (ER)
- Meeting Special Needs of At-Risk Students (SN)
- Connecting to the Workforce Development System (WD)
- Community Involvement (CI)

Educational Initiatives

Goals 2000 (ER) - Goals 2000 is a national initiative that breaks down contents areas at each grade level. Each content level has a target and benchmark related to career preparation. This is a clear and strong connection to STC goals/objectives. There is also a professional development aspect included in the standards implementation portion of Goals 200.

Youth-at-Risk and Special Populations (SN) - This initiative has a similar mission to STC and has money, staff and programs to transition students into work and work-related activities. Drop out recovery programs (Student Options), alternative high schools (Colorado's Finest Alternative High School), IDEA and ACE are examples of existing programs.

Gifted and Talented (SN) - G&T programs have coordinators and some available funds for STC activities such as mentoring, job shadowing, career exploration and job search.

Drop Out Prevention Programs (SN) - These programs work with good candidates for STC-related activities and philosophically, has a goal similar to STC. Career planning models are essential for participants in drop out prevention programs (required at Colorado's Finest Alternative High School).

Standards and Assessment (ER) - Some districts have standards and assessment

models that include very clear references to STC types of activities, learning outcomes and experiences for students. Blending workplace competencies and academic standards (e.g. Goals 2000) is a logical area for STC to focus.

Distance Learning (ER) - Connecting students via technology to the Internet and e-mail to exchange and gather information with business and education.

Post-Secondary Options (ER) - Students can enroll for classes at 2-year or 4-year colleges or universities for concurrent High School credit. This option offers another philosophical fit with STC mission.

Labor and Employment Initiatives

Job Training Partnership Act (JTPA) (WD) - A philosophical and activity-related fit with STC. Staff resources for planning, STC committee involvement and support for Work Experience and Internships can be utilized for STC initiatives. This program is operated out of the One Stop Career Centers. Note must be made of the impending end of JTPA and the replacement by the Workforce Investment Act. This act specifically prohibits the use of funds for school-to-career activities but does not prohibit collaboration.

One Stop Career Centers (WD) - Potentially a large advocate for STC goals and objectives. Numerous resources and activities are based out of the One Stop and include: Wagner-Peyser, JTPA, a resource center, technology access, and labor market information. Staff expertise at One Stop Centers include business and labor connections, employment and training skills, career decision making, interviewing, resumes, applications, barrier identification, basic education and access to higher education resources.

Community College/Vocational Education Initiatives

Carl Perkins (ER) - Perkins currently supports STC with staff resources applied to STC committees, curriculum development assistance, similar missions, combined dollar potential and assisting students enrolled in vocational programs.

Community Colleges (ER) - Collection of opportunities for students include co-

enrolled high school students and post-secondary. Connection to philosophical mission and activities is strong.

Higher Education Initiatives

Higher Education Act/Student Financial Aid (ER) - Students can use financial aid in a wide variety of post-secondary training activities. Includes Student Work/Study component with strong connection to STC.

Teacher Education Programs (ER) - Clearinghouse for most certified professionals in the K-16 education system. The existing system has potential for systemic change. Teacher preparation could greatly impact the incorporation of STC goals in all education.

Four-Year Universities (ER) - Connections are made to universities and colleges through steering committees.

Human Services Initiatives

TANF (WF) - Workforce training for teen parents, support services, and the development of an Individual Responsibility Contract focuses on transition to work.

Vocational Rehabilitation (WF, SN) - Aligned with serving youth with disabilities and involvement with Partnership Committee.

SWAP (WF, SN) - Coordination of staff regarding students and activities. SWAP and STC have similar missions and philosophies.

Second Chance (SN) - Operated in the Englewood School District this initiative is designed for drop-out retrieval and requires a work component. Colorado's Finest Alternative High School is a Second Chance Center.

Developmental Disabilities (SN) - Strong programs such as Goodwill are active at many STC centers.

Other Initiatives

School-to-Career Tax Credit (CI) - Creates an incentive for business to engage with and employ STC affiliated youth. STC is currently publicizing this initiative.

The following initiatives have the potential to provide direct support, services or in-kind donations.

- **Goals 2000**
- **Youth-at-Risk and Special Populations**
- **Gifted and Talented**
- **Drop Out Prevention Programs**
- **Standards and Assessment**
- **One Stop Career Centers**
- **Teacher Education Programs** - Broad policy recommendation. Since most teachers and administrators participate in teacher education programs, political activism to update basic minimum qualifications and outcomes is critical. Adding STC components to existing teacher education requirements would ensure basic minimum knowledge standards for all education professionals regarding STC competencies.
- **Carl Perkins**
- **Community Colleges**
- **SWAP**
- **School-to-Career Tax Credit** - The credit can be used as a marketing tool for STC initiatives and a gateway to educate private business regarding the benefits of STC components in all social sectors.
- **Private Business** - Input and activity from the private business sector will determine the long-term sustainability of the STC initiative.

Resources were viewed as potential opportunities to continue financial support directly to STC and/or in-kind support and collaboration with the initiative. While the financial support works toward on-going operation of a STC initiative, the collaboration and in-kind support allows the philosophy and intent of STC to be woven through the existing system and thereby have a deeper impact on institutionalizing the initiative.

The following resources have the potential of providing direct funding for STC initiatives as identified in our partners Resource scan results.

- **Goals 2000**

- **Youth-at-Risk and Special Populations**
- **Drop Out Prevention Programs**
- **Standards and Assessment**
- **Carl Perkins**
- **Private Business Support**

In analyzing the resource data the lack of financial support for STC was obvious. Where there is a common or similar goal the programs continue to be separate and distinct. The potential is there for using the resource for sustainability but much work needs to be done to build relationships that eliminate any potential competition within the districts. The other major barrier to using some of these sources is the fact that they are awarded on a competitive basis as a result of a Request for Proposal and essentially represent soft money. The conclusion of the data analysis is that sustainability can only be achieved through integration of the STC ideals into the curriculum and reinforced with special projects that allow the concept to be presented in a variety of ever changing applications.

Plan for Sustainability

Recognizing the above stated differences in the local school districts, there were still many commonalities echoed in conversations with the three STC Coordinators:

- STC initiatives still need a local advocate (i.e. a STC Coordinator)
- STC is not accepted practice...yet
- STC is one of numerous initiatives in each district
- School District resources and energy are strapped to keep up with the Colorado/Denver metro area population boom
- Vocational Education and STC are often confused
- STC initiatives have some staunch supporters in each district
- STC is currently in a development and education stage
- STC initiatives are heavily focused within the school district

Approaching this issue from the workforce development side, the recommendation is to analyze the needs of the STC initiative for labor market information, employer connections and skill requirements that have already been developed through the One Stop Career Centers. It appears that what the schools can do best is develop ways to apply that information and integrate what the One Stops are hearing from employers. This focuses the STC effort on producing outcomes that speak loudly to potential supporters including businesses, parents, and the school district. In areas where the One Stop is not fully in place, the development can be simultaneous with STC efforts, both influencing each other based upon the local community need.

The sustainability plan involves implementing a strategy to intertwine the STC philosophy into all components of the educational system. To do that, a demonstration of the effectiveness of such a philosophy must be made to develop allies/advocates in the form of parents, teachers, business partners and administrators. In order to avoid stereotyping STC as a vocational or "tracking" program, STC must be implemented with non-obvious populations such as the gifted and talented and the typically college-bound students as well as the at-risk, drop-out and offender populations.

Long range plans for sustainability include policy change. As noted above, teacher education and curriculum development are at the top of the list. The short range plan is to become very visible. While having a staff person (the STC Coordinator) does not constitute sustainability, there has been very little time to move an institution like education into a change mode with regards to STC. Therefore, a place to continue support without dismantling what has been put in place, is to continue with that position to further bring about change. The short range plan for sustainability will include:

- 1) Continue with a staff person (coordinator) to act on behalf of the STC initiative;
- 2) Staff will educate and support teachers, counselors, and administrators to build recognition through advocacy of the need for STC thinking and curriculum in each class, every day;

- 3) Build alliance with parents to create advocates for the permanent status of the STC initiative;
- 4) Collaborate with existing special projects to overlay the STC ideals on a variety of on-going efforts, look for current allies in the community particularly the One Stop Career Centers;
- 5) Develop credibility with the employer community resulting in willingness to financially and philosophically support STC;
- 6) Establish tangible outcomes from which the success of the initiative can be measured; and
- 7) Work toward the inclusion of STC as a line item on the district budget.

The objectives to be obtained to make the plan work initially hinge upon a School-to-Career Coordinator in each school district. Current and future STC components and initiatives require a local advocate. The resource mapping project has identified numerous funding sources and existing programs that local districts have access to, such as the One Stop Career Center and its programs. However, to sustain the local system and institutionalize the STC mission and goals in existing programs, a navigator/champion must be identified in each district. Eventually, the role of advocate will be spread to those who have seen the success of programming developed with STC in mind. As more advocates emerge with successful programs, the STC Coordinator can push forward with the intent of impacting policy not only within the district, but at the state level. The role teacher education plays in moving this initiative forward cannot be stressed enough. The education and hiring of teachers prepared to incorporate STC strategies into curriculum can bring about systemic change. The other obvious focus for influence is in curriculum development. Pressures can be applied from both the bottom up and the top down if local districts and state leaders embrace the need for change in this area.

Thinking of what product the school system has to offer to the community and what value that has to parents and employers, will help create an entrepreneurial environment that could lead to potential funding sources. Schools are not alone in rising to the challenge of preparing young people for success in the future. A One Stop Career Center is another publicly funded agency that needs to rise to the the challenge.

Financing the endeavor is the issue. Program design and intent can be further refined, but without the funding, at least at this point, the initiative has little momentum to sustain itself. The minimum cost of a STC Coordinator (salary plus benefits) is \$50,000. As noted above, this position will be most effective if allowed to cross over special populations to include a broad base of student programming in which to integrate STC ideals. The resources highlighted above such as Goals 2000, Youth-at-Risk and Carl Perkins should be targeted as the financial base for the coordinator salary. While receiving funding from multiple sources is more difficult to administer, the benefit is that more target groups can be included in the implementation of a broad based strategy. Each funding source has its own parameters including desired outcomes, but they are not in conflict with the STC goal and can demonstrate the variety of ways by which the STC objectives can be achieved. Additionally, the outcomes can be measured and will help demonstrate the effectiveness of STC. This approach of seeking competitive grants is suggested for the minimum time required to build a support base to get local school district funding. While building internal district support for the STC concept, the coordinator will become a strong advocate for the expansion of STC throughout the district. The coordinator will provide technical assistance to other staff by helping to design programs that overlay the STC concept on many aspects.

An additional source of funding could be directly from the School Finance Act by identifying students who are not currently in school, retrieving them into a work + school program supporting STC thinking and receive state funds that would not otherwise be available. A/D Works! has that very relationship with Englewood and Sheridan School Districts. The result is sufficient funding for program operation and additional revenue to the schools to offset potential costs of a STC coordinator or other like activities. This financial strategy would allow the fewest restrictions on the use of funds compared to specific competitive grants. Any effort that can tap into assured funding warrants strong

consideration.

Funding for particular program activities can also be secured from competitive grants but should move in the direction of "sponsorship" by private industry. The local business community can be developed as financial partners as well as potential employers. Many employers are investing heavily in their own workforce to cultivate the skills they require of employees, and this willingness to invest should be explored and developed.

The key to the short-term continuation of the initiative is not to be in competition with other parts of the district for funding or support, but to be the common thread that is woven through existing and future efforts to prepare students for successful futures. Each district can then depart from this point to meet the needs of their local communities through individualized programming.

SALIDA SCHOOL DISTRICT BLUEPRINT FOR SUSTAINABILITY

.
*SCHOOL-TO-CAREER
SUSTAINABILITY MODEL
SEPTEMBER 1998*

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SALIDA SCHOOL-TO-CAREER SUSTAINABILITY

- TO KEEP IN EXISTENCE, MAINTAIN, PROLONG
- TO PROVIDE WITH NECESSITIES OR NOURISHMENT; PROVIDE FOR
- TO SUPPORT FROM BELOW; KEEP FROM FALLING OR SINKING
- TO SUPPORT THE SPIRITS, VITALITY, OR RESOLUTION OF; INSPIRE; ENCOURAGE
- TO ENDURE OR WITHSTAND; BEAR UP UNDER
- TO EXPERIENCE OR SUFFER
- TO AFFIRM THE VALIDITY OR JUSTICE OF
- TO PROVE OR CORROBORATE, CONFIRM

SUSTAINABILITY
SALIDA SCHOOL DISTRICT
SCHOOL-TO-CAREER
MODEL

OVERVIEW
AND
PROCESS

Salida School District R-32J School-to-Career

Description and Goals:

The Salida School District partnership is located in small rural community of approximately 5,600 people. The community is seen as a prime recreation area close to skiing and river rafting, and fishing. The community has attracted a significant population of retired citizens and entrepreneurs drawn there by a perceived "high quality" of life.

There are three schools in the district: an elementary (enrollment 742), junior high school (enrollment 246) and high school (enrollment 437). Extra space for kindergarten and 6th grade students is rented from a local church because of space shortages. A branch campus of Colorado Mountain College is also located in the community.

The vision of the school district is to create an educational system that integrates both the highest academic standards and the concepts inherent in the School-to-Career Initiative (STC). The teachers, administrators, and community members of this district want to provide an education focused on the acquisition of strong academic skills and the occupational and educational decision making skills that will help students take the steps necessary to achieve their educational, career and life goals.

Strategy

The Salida model is focused on systemic change. This systemic change stresses collaborative partnerships among educators across grade and discipline levels, and between educators and members of both the business community and the community at large.

This model represents a step to directly influence the education of all students at all grade levels. Rather than focus on one level (e.g., high school) within the school district change is being implemented at all levels simultaneously.

The STC plan is designed to integrate activities at the high school, junior high, and elementary school levels focusing on career awareness, exploration, and development. All students are to be involved in school-based learning, work-based learning, and connecting activities. Academic and employability standards (as raised by HB 1313, Standards Based Education) are addressed in multiple contexts.

Evaluation Model (*System Design, Strategic Objective 6*)

The Salida model of systemic change based on a collaborative model guided the evaluation design. This model was intended to create change across several dimensions. These included changes across and within the K-14 educational system, between the community and the school district, and between the school district and other educational entities. As a result the evaluation plan (See Attachment 1) included multiple methods and instruments of data collection to assess markers of change along the three major dimensions of context, implementation, and outcomes. These dimensions have been identified through a review of the literature on implementing and sustaining curriculum change and collaboration. For a more detailed discussion of the research undergirding these factors see Bland, Starnaman, Zonia and Rosenberg, 1992; and Starnaman, 1996. There is a substantive body of research indicating that the following institutional factors are likely to relate to successful, durable change in educational programs. These are markers within institutions that need to be changed or are present in a certain way to support curriculum change.

CONTEXT:

- Mission and Goals - The goals of the initiative must match the institution's mission and goals.
- History of Change - Institutions with a history of effective change are more likely to implement new innovations.
- Cooperative Climate - A culture of collegial support and interpersonal bonding is associated with successful change.

- Organizational Structure - Organizations that are hierarchical, compartmentalized and operating within a bureaucratic structure are less successful at implementing change.
- Political Structure and Policies - All sources of political strength (influence, policies, and funding) both internal and external, need to be shaped to support the desired innovation. Existing or new policies need to be in place to support the initiative.
- Relationships with External Environments - An understanding of community culture, expectations, and stability are important because there needs to be significant involvement from the community in both the institutional and community aspects of curricular change.

IMPLEMENTATION PROCESS:

- Participation of Members - Involvement of institutional members is required in all major decisions to create consensus and the needed commitment to implement and sustain the innovation.
- Communication - Frequent and substantive communication is necessary for disseminating information on the innovation and change process, and creating and implementing desired change.
- Leadership - Leaders with a vision of the desired outcomes and processes for reaching those outcomes are essential. Through the use of strategies such as the mobilization of external forces, coalition building, the promotion of action, and by prematurely declaring success, these individuals ensure that the innovation is accepted. In addition, leaders are facilitators of both participation of members and communication.
- Human Resource Development - Diverse and repeated training that arms individuals to succeed in implementing the innovation must occur.
- Evaluation - Ongoing data collection is essential for evolutionary planning and implementation.
- Curriculum Features - A major curricular innovation must contain certain characteristics in order to be initiated. It must be viewed as meeting a perceived need, credible, as bringing advantages to both students and faculty, having administrative support, having the involvement of influential people, having a participative governance process, and having a broad level of awareness, participation, and support.

OUTCOMES:

- Curriculum Outcomes - Curriculum outcomes need to be identified and measured. For the Salida School District these include: the number of, and proportion of students in the new curriculum, the number of new courses that reflect the School-to-Career concepts, the number of multidisciplinary activities, and the proportion of training in community settings.

Data collection included: surveys of faculty, students, community members and participants in various STC groups, quarterly state reports of activities, yearly federal reports, relevant project documents, faculty and student assessments of activities. The following table lists the primary data collection activities.

The following information has been cross-referenced with the goals of the original grant proposal (See Attachment #2):

CONTEXT:

A context for successful implementation and long-term sustainability exists within the Salida School District and community. An educational mission and associated goals that support STC, and strong support of STC from the community are indicators of a receptive context for change.

Mission and Goals: *(System Design, Strategic Objective 1)*

During the first year of the STC initiative the Salida School District vision, mission, goals and action plans were reviewed and rewritten to reflect both academic and School-to-Career components. They were then reviewed by the school board, accountability committees, community, faculty and administration. A five-year plan for integrating STC, HB93-1313, Tech Prep, etc., was developed in a one-day collaborative effort involving representatives from the community, students, faculty, and administrators. During this one-day session the following mission was approved:

The mission of the Salida School District is to prepare world class citizens.

To achieve this mission, the Salida School District, with the cooperation and support of parents and community, will provide opportunities through educational and activity programs for every student to acquire the knowledge, skills, and attitudes necessary to enjoy a personally rewarding life.

A world class citizen will be able to:

- * be an enthusiastic, life-long learner,*
- * manage change and make sound decisions,*
- * select personally meaningful careers,*
- * participate in the democratic process,*
- * have a positive, productive impact on community, country, and world,*
- * communicate effectively, and*
- * demonstrate social and ethical awareness.*

History of Change:

The Salida School District was chosen as an Implementation site for School-to-Career because they have a history and a mission of institutional change. In 1993 this district was the first institutional reform model for Colorado Tech Prep. Both educators and community members were actively involved in the writing of the original Med Prep grant and in the creation of the Med Prep program.

Cooperative Climate:

The responses to Year 1 and Year 2 faculty surveys indicate that faculty perceive that administrators are interested in curriculum issues. An environment of growing collegial support is evidenced in the increased support for the idea that working on the curriculum with other teachers has been a beneficial activity. (See Table 1). The increase in the number of activities that cross discipline and/or cross grade levels is evidence of the increase in collegial activity. For example, in a junior high school cross discipline "Dream House" project students learned the facts about home ownership. They decided on the type of home they would like to have and worked with real estate professionals and bankers to determine the cost and financing components. They explored the earning capacity and possible careers necessary to enable them to have these homes. They built models of their

homes and made presentations of their findings (*School-Based Learning, Strategic Objective 5*).

Organizational Structure:

A participative organizational approach was taken to involve "building level STC experts" in leadership roles. Twelve faculty members in multidisciplinary teams from the elementary, middle, high school and postsecondary levels began their training in Spring, 1996. They formed the STC Implementation Team. These faculty members are to act as building level resources to administrators, other faculty, and community members.

Political Structure and Policies: (*System Design, Strategic Objective 3*)

Since 1995 the district goals and curriculum policies have been assessed and modified to reflect the commitment to academic standards and STC concepts. Yearly building level action plans specify STC as a component of district-wide educational planning.

Relationship with the External Environments:

During the Fall of 1996 the Accountability Committee of the Salida School District conducted a community telephone survey to determine the extent to which the district was addressing the educational needs and expectations of the community. Randomly selected respondents to that survey indicated that they "strongly agreed" with the following concepts associated with School-to-Career:

- * Education should help prepare students for the world outside of school (85%).
- * Education should address both academic and vocational skills (81%).
- * Education should relate learning to future careers or occupations (78%).
- * Education should relate work habits to learning (77%).
- * Education should be the responsibility of students, parents, educators and community (81%).
- * Educators should integrate new technologies with learning (e.g., computers and research) (80%).

When asked about important educational issues the Salida School District should address, respondents considered the following topics that specifically relate to School-to-Career "very important"

- * problem solving skills (75%)
- * readiness for the job market (74%)
- * student skills to resolve conflicts (65%)

A STC Steering Committee was created. Participants on this committee represent teachers, administrators, students, parents, and business people. This committee now provides input on all Tech Prep/School-to-Career initiatives. (*System Design, Strategic Objectives 2 & 8*). Steering subcommittees (i.e., Marketing, Curriculum, Finance and Policy, and Resources) were established and chaired by business and school representatives. As a result of the activities of the Resource Subcommittee one hundred and one business people volunteered to act as business partners for the STC Initiative (*Work-Based Learning, Strategic Objective 5*).

At the state level Salida administrators serve on the Colorado Goals 2000 Panel, the Colorado Tech Prep Coordinating Panel, the Colorado Tech Prep Focus Group, the Colorado Med Prep Consortium and as President of the Colorado Association of School Principals.

IMPLEMENTATION

To successfully implement curriculum change requires the active involvement of all stakeholders, frequent and substantive communication about the change, committed leadership from multiple stakeholder groups, and on-going training in the concepts related

to the change. There is evidence of support and growth in all of these areas as a result of involvement in the School-to-Career Initiative.

- Participation

Faculty Participation

There were strong positive changes in faculty attitudes toward organizational change, commitment to curriculum change, perceptions of School-to-Career from Year 1 to Year 2 (See Table #1). In general, Salida K-12 faculty agreed that they not only have had opportunities to contribute to curriculum decisions, but are committed to the curriculum changes made in the last year. They strongly agree that change is necessary for organizational growth. There was an increase in the extent to which faculty felt that they were well informed about curriculum change at their schools.

They were less apt to report buy-in by colleagues of STC concepts. (See Table 2)

Student Participation

Students at all grade levels have actively participated in STC activities. While student representatives sit on the STC Steering Committee, however, there has been less extensive student involvement the development and planning of STC activities. This is a challenge to be addressed in the next year.

- Communication

For an innovation to be institutionalized it is necessary to redefine the way in which a school envisions itself. In order to do this an adequate amount of relevant information must be disseminated. On the Year 1 survey faculty "disagreed" with the statement "I am well informed about curriculum changes at my school". On the Year 2 survey they "agreed" with that statement (See Table 1 and also reported that their understanding of STC had increased (Table 3).

Dissemination of information within the school district took the forms of brochures that illustrated the alignment of the six pathways with the curriculum (See Attachment #2), and presentations to students and at faculty meetings (*All Students, Strategic Objective 1 ; Career Interest Pathway, Strategic Objective 1*).

Communication of STC activities and concepts to the community at large and within the schools was the responsibility of the Marketing Subcommittee of the Steering Committee. This group of community members and educators developed and distributed window stickers to over 100 working partners that read, "Proud Working Partner of Salida School-to-Career". They printed large STC banners for each school building. For high school sophomores, juniors and seniors they developed, printed and distributed post-secondary STC brochures. To increase general awareness they worked with the local media to produce stories in the newspaper, present information on the WKVH talk show, and developed a public service announcement (*System Design, Strategic Objective 5; Career Interest Pathway, Strategic Objective 4*).

- Leadership

The successful adoption of curriculum change relies on the support of leaders within the educational system. Through the use of strategies such as the mobilization of external forces, coalition building, the promotion of action, and by prematurely declaring success, these individuals ensure that the innovation is accepted. Educational leaders within the school district actively involved themselves in the dissemination of STC information across the state. Salida administrators serve on the Colorado Goals 2000 Panel, the Colorado Tech Prep Coordinating Panel, the Colorado Tech Prep Focus Group, the Colorado Med Prep Consortium and as President of the Colorado Association of School Principals. They have worked with Rotary on a STC initiative at the local and state level. They have presented and shared STC information with approximately 40 school districts from across the state of Colorado and at several conferences They worked with

Rotary on a STC initiative on the local and state level. They presented and shared STC information with approximately 40 school districts from across the state of Colorado.

- **Human Resource Development** (*School-Based Learning, Strategic Objective 7*)
Twenty five faculty members attended career development institutes in Colorado Springs and Salida.

Faculty members have extended their understanding of curriculum issues such as STC, technology, educational leadership, and middle school concepts in summer workshops collaboratively developed by the Salida School district and Colorado Mountain College.

Leslie College is offering weekend courses at the school district for faculty interested in obtaining a Master's degree in Technology Education.

- **Curriculum Features**

When asked about School-to-Career outcomes, faculty moved from "disagree" or "neither agree nor disagree" during Year 1 of the initiative to "agree" or "strongly agree" at the end of Year 2 on the following:

- * The use of an educational/career pathway will:
 - help give real life meaning to classes.
 - provide opportunities to expand on student interest areas.
 - provide information on work experiences (i.e., summer jobs) that could enhance student education.
 - help students determine if they are really interested in a particular career field.
 - help students plan their post secondary education (i.e., college (2 or 4 year), technical school, etc.)

There was also a slight decrease in faculty perceptions that educational/career pathways narrow student interests too early and/or lock students into a pathway. (See Table 1).

OUTCOMES

To determine the substantive success of a curriculum change outcomes need to be identified and measured. Curriculum outcomes associated with the STC initiative focus on the extent to which the district has met the strategic objectives it set for itself in the grant proposal. These objectives center around the extent to which all students are involved in school-based learning, work-based learning, and connecting activities; the implementation of career interest pathways, and the creation and use of standards and assessment processes. Data collected indicates: (1) that curriculum was changed or enhanced through the use of STC concepts and practices; (2) there was extensive student involvement; (3) that applied learning spanned the K-14 continuum, (4) that diverse student groups (e.g., gifted and talented, special education) were addressed, and (5) that a comprehensive curriculum plan and mode of assessment has been developed.

Curriculum Outcomes: (*All Students, Strategic Objective 2*)

- **Career Awareness** (*School-Based Learning, Strategic Objective 1*)

All of the 1,425 students in the Salida School District have been involved in STC activities in one way or another. All elementary school students (K-5) participate in a STC unit increasing their awareness of six career pathways.

- **Career Exploration** (*School-Based Learning, Strategic Objective 2; Work-Based Learning, Strategic Objective 1; Career Interest Pathways, Strategic Objective 2*)

Representatives from all six pathways help 6th graders explore career options. Seventh grade students have the opportunity to explore "Colorado Careers in the

Outdoors". All 8th grade students choose a business person in a career area of interest to them and "shadow" that person for a day. They then develop a presentation or a research paper about the experience. Additionally, all 8th grade students work with the middle school counselor on individual aptitude assessments, and career interest inventories.

- **Career Development** (*Work-Based Learning, Strategic Objective 1*).

All 10th grade students attend the required Sophomore Communication class. In this class they work with the high school counselor on a more indepth aptitude assessment and career interest inventory. For 11th grade students there is a year long required course (Careers 2000) to introduce students to the skills and concepts associated with the world of work. More than 50% of 12th graders are active in COOP. This program is currently being aligned with the career pathways.

Salida School District students shadowed FBI agents and reporters at the Denver Summit of the Eight Conference. Students were able to participate in the welcoming activities at DIA as world leaders arrived. They also helped display Salida's STC initiatives at the Colorado Showcase held at the convention center in Denver as well as attending the Gala Event which provided live entertainment for all leaders. This was an incredible experience for the students.

A student Tech Team was created. Students received training in repair, multi-media, telecommunications, and the Internet. These students built a computer under the instruction of a community mentor, trained faculty in the use of the Internet, repaired computers donated by the community, and made local and state level presentations (*School-Based Learning, Strategic Objective 5; All Students, Strategic Objective 3*).

Salida High School partnered with the Chamber of Commerce, Job Services, Rotary, and other local business community members on several STC projects. Activities included: a job fair for all high school students (*Connecting Activities, Strategic Objective 2*), mock job interviews for all 11 grade students by Rotary and Chamber members, and ethics (*Connecting Activities, Strategic Objective 3*) and finance workshops for 11th grade students conducted by the Chamber, Colorado Mountain College, and the business community (*Work-Based Learning, Strategic Objective 3; Connecting Activities, Strategic Objective 4*).

- **Integration of School-to-Career Concepts**

To encourage collegial projects building level grants were awarded to groups of teachers who developed creative proposals for implementing the STC concepts within their buildings. The following projects were designed to address school-based, work-based and connecting strategic objectives:

Longfellow Elementary School:

- **A.W.A.R.E (All Workers Apply Real-Life Education)** In this program each elementary grade level (K-5) adapted documented curriculum around a specific career pathway and presented their work in a week long event. (*School-Based Learning, Strategic Objective 1; All Students, Strategic Objective 2*)
- **L.I.F.E (Learning is for Everyone)**-A collaborative project involving teachers, students, parents, and community members that addresses "at risk" students from kindergarten to second grade through the use of career awareness literature.

Kesner Junior High School:

- **Consumer and Family Living Preschool Project** - A project focused on preschool development activities and a preschool simulation with students taking the roles of preschool directors, teachers, and assistants.

- Cookie Business Project - Focuses on research, production, and marketing of cookies
- My Dream House - An interdisciplinary unit enabling middle school students to explore real estate, finance, and banking.
- Art of Work - Integration of career-related literature into the 8th grade reading program.
- Working for Myself - Integration of entrepreneurial stories, business forms, and vocabulary into the 8th grade reading program.

Salida High School:

- Career Planning - This project is designed to align the existing career counseling component with the STC pathways.
- Art Technology - A joint junior and senior high school project to integrate career related technology and skill developing to the art classroom.
- Mathville - A computer program to integrate occupationally-related math at the junior and senior high level.
- Transitions 2000 - The identification, development of and implementation of career and life skills that will help special education students make the transition from school to adult life. (*All Students, Strategic Objective 5*)
- Land Survey Projects - Applied math, teamwork and communication project for student in pre-calculus, Algebra 2, and Applied Math students.

On the Year 2 survey the overall response of faculty was that they had made an effort to integrate STC concepts into their classroom instruction. They were less apt to have actively involved the business community in their instruction. They indicated that their students are involved in more career-related activities and that career-related instruction increased the relevance of academic topic for their students (See Table 2). Additional support for the relevance of applied learning came from students in their Year 2 survey. Students agreed that when their teachers show them how they will use what they're learning in their career they are more interested and believe the information is important to learn (Table 3).

- **Post Secondary Articulation** (*System Design, Strategic Objective 7; Connecting Activities, Strategic Objective 1*):

Articulation agreements exist between the Salida School District Colorado Mountain College (CMC) and Pikes Peak Community College (PPCC). The agreement with CMC enables students to receive college credit for Accounting II, Introduction to Business, Legal Environment of Business, and Macro Economics. The articulation agreement with CMC was revised to reduce the number of credits from 12 to 3 credits that students must take to transfer courses taken in high school to this college. Currently discussion is taking place on other areas (e.g., math and science) that might be linked through the articulation agreement to the Health Pathway. An articulation agreement with Pikes Peak Community College was finalized for the auto mechanics program.

- **Curriculum Planning and Assessment** (*Standards & Assessment, Strategic Objectives 1 - 9*)

Finally, the Salida Learning System of which STC is one component is the result of extensive K-12 curriculum planning, documentation and analysis. There were more than 62 documented curriculum meetings held district wide with faculty, and accountability committees to integrate academic standards into a seamless K-12 curriculum in the four core areas (*School-Based Learning, Strategic Objective 6*).

Occupational standards to be incorporated into all classes were developed and reviewed by a multidisciplinary, multi-grade level team of faculty, STC Steering Committee members, and a business and community task force.

A systemic assessment process (NCS) is currently being activated. A district Assessment Team was created to link academic and occupational standards to district assessments.

Recommendations:

This report highlights many of the accomplishments of the STC initiative of the Salida School District. Overall, there were numerous successes. There are also, however, a number of areas where progress on the strategic objectives of the grant proposal requires additional planning and development.

- Ongoing development of the mentoring program is required before it is completely integrated into the curriculum.
- The use of individual pathways and portfolios are being piloted, but still require further integration and expansion (*All Students, Strategic Objective 4; School-Based Learning, Strategic Objectives 3 & 4; Career Interest Pathways, Strategic Objective 3*).
- Apprenticeship programs are currently being investigated as a component of the STC initiative (*Work-Based Learning, Strategic Objective 2*).
- School-based enterprise projects are considered to be an appropriate avenue for career training. These are still in the thinking stage (*Work-Based Learning, Strategic Objective 4*).

Conclusion:

In closing, the model designed and implemented by the Salida School District and the community of Salida represents a unique approach to curriculum change. Rather than viewing STC as an add-on to the curriculum at one level within the district a more inclusive approach was taken to integrate the STC concepts into educational fiber of this district. This is not an approach that can be best measured in snapshots. A more panoramic, long-term view must be taken to get a clear picture of a changed system. This report attempts to describe both the process and outcomes of that model.

Data Gathering Activities and Schedule

	Year 1	Year 2
Faculty Survey	X	X
Student Survey	X	X
6th Grade Career Fair Surveys	X	X
9th Grade Orientation Student & Faculty Surveys	X	X
Job Fair Student and Employer Surveys	X	
Community Survey	X	
Implementation Team Survey	X	
Quarterly State Reports and Narratives	X	X
Project Documents	X	X
Yearly Federal Reports	X	X
Steering Committee Reports		X

The faculty and student surveys were designed to make observations related to the institutional and curricular arenas of change. The community survey was designed to assess the extent to which community members understood and supported both academic and STC concepts. Other, more specific surveys (e.g., the 6 grade Career Fair survey) were created to determine the increase in understanding and/or satisfaction with STC activities.

SALIDA SCHOOL-TO-CAREER
STRENGTHS FOR SUSTAINABILITY

- DEDICATED STAFF AND COMMUNITY
- COMMITTED LEADERSHIP AT THE TOP (BOARD OF EDUCATION AND ADMINISTRATION)
- WORKING PARTNER RESPONSE
- RURAL COMMUNITY
- GREAT STUDENTS
- REVISED MISSION WITH PRESCHOOL THROUGH HIGHER EDUCATION "LEARNING PLAN"
- STATE CONTACTS (NETWORK)
- REGIONAL STUPPORT (ED BOWEN)
- EVALUATION PLAN AND TECHNICAL SUPPORT
- EXCELLENT PARTNERSHIPS
- STRONG TECH PREP AND VOCATIONAL INITIATIVES
- CREATIVE THINKERS
- DOCUMENTED SUCCESS STORIES AND HISTORY OF STC INITIATIVES
- SYSTEMIC APPROACH
- CONSENSUS DRIVEN AND NOT MANDATED
- COLLABORATION
- STRONG INTERPERSONAL RELATIONSHIPS WITH PARTNERS
- RADIO AND NEWSPAPER COVERAGE
- GOOD RELATIONSHIPS WITH COLORADO MOUNTAIN COLLEGE AND PIKES PEAK COMMUNITY COLLEGE

SALIDA SCHOOL-TO-CAREER CHALLENGES FOR SUSTAINABILITY

- Effective internal and external communication
- Active student involvement
- Counseling issues
- Working with mature staff who do not want to change
- Human and financial resources
- Time
- Demographics (rural, poverty, declining student enrollment)
- Implementing mentoring programs that are safe and meaningful
- Changing staff and student population
- New leadership
- Facilities
- Keeping curriculum current and aligned with standards
- Meaningful evaluation of staff, students, and program
- Implementing meaningful, data driven assessment instruments aligned with academic and occupational standards
- "Site based" mentality vs. systems (K-14) approach

SALIDA SCHOOL-TO-CAREER BARRIERS FOR SUSTAINABILITY

- FINANCIAL AND HUMAN RESOURCES
- PARTNERS UNDERSTANDING A SCHOOL-TO-CAREER SYSTEM
- DEDICATED AND KNOWLEDGEABLE LEADERSHIP
- LEGAL ISSUES
- LACK OF EFFECTIVE POLICY
- LACK OF REWARD SYSTEMS FOR DEDICATED PARTNERS
- COMMUNICATION
- EFFECTIVE EVALUATION SYSTEMS
- STUDENT/STAFF MOBILITY
- CHANGING TECHNOLOGY
- RELIABLE ASSESSMENT
- SCHOOL CALENDARS AND TIME RESTRAINTS
- EFFECTIVE STAFF DEVELOPMENT AND TEACHER EDUCATION PROGRAMS
- WEAK COMMUNITY AND SCHOOL PARTNERSHIPS
- POLITICS
- “ADULT” FOCUSED SYSTEMS RATHER THAN “STUDENT” FOCUSED SYSTEMS
- INABILITY TO CHANGE
- SYSTEMS MEETING THE NEEDS OF A FEW STUDENTS

RESOURCES SCAN

~ Connecting Resources for Sustainability Project ~

[illegible]